DOCUMENT RESUME

ED 163 877 HE 010 748

AUTHOR Collins, Anne M.; Sedlacek, William E.
TITLE A Profile of University of Maryland Undergraduates, 1969-70. Research Report No. 10-70.
INSTITUTION Maryland Univ., College Park. Counseling Center.
PUB DATE 70
NOTE 10p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *College Students; Family Background; Higher Education; Institutional Research; Racial Discrimination; Research Projects; *School Surveys; Social Attitudes; State Universities; Statistical Data; *Student Attitudes; Student Behavior; *Student Characteristics; Student Opinion; *Undergraduate Students
IDENTIFIERS *Maryland University College Park

ABSTRACT

Responses of 22,550 University of Maryland undergraduates to the University Student Census (USC) for the 1969-70 school year are summarized. Results indicated that 34 percent live in residence halls, 29 percent live at home, and 18 percent live in apartments. Students more often chose to attend the University because of its geographic location and low cost. Thirty-four percent of the fathers of Maryland undergraduates hold college degrees, 21 percent have had some college work, 24 percent are high school graduates and 16 percent did not complete high school. Two-thirds of all undergraduates either held part time jobs or were seeking one as they took the USC. The typical undergraduate studies from 10 to 20 hours per week, is well acquainted with at least one faculty member and thinks most courses require intensive study and preparation outside the classroom. "The Student Course Guide" has some impact on the courses he takes. Students reported that friendships and coursework contributed most to their development in the past year. Large size and "the way it is run" were cited as things students like least about the school, while geographical location and campus atmosphere were noted as its best features. Freshmen held the most positive attitudes toward the university. Twenty-three percent of the undergraduates believed that the university's racist image or racist practices deter blacks from attending, while 23 percent feel blacks prefer to go to black colleges. (Author/SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED163877

COUNSELING CENTER

Office of Vice Chancellor for Student Affairs

UNIVERSITY OF MARYLAND

College Park, Maryland

A PROFILE OF UNIVERSITY OF MARYLAND
UNDERGRADUATES, 1969-70

Anne M. Collins and William E. Sedlacek

Research Report # 10-70

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Counseling Center
Univ of Md

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

HE010748

Summary

Responses of 22,550 University of Maryland undergraduates to the University Student Census (USC) for the 1969-70 school year were summarized. Results indicated that 34% live in residence halls, 29% live at home, and 18% live in apartments. Students more often chose to attend the University because of its geographical location and low cost. Thirty-four percent of the fathers of Maryland undergraduates hold college degrees, 21% have had some college work, 24% are high school graduates and 16% did not complete high school. Two-thirds of all undergraduates either held part time jobs or were seeking one as they took the USC. The typical undergraduate studies from 10 to 20 hours per week, is well acquainted with at least one faculty member and thinks most courses require intensive study and preparation outside the classroom. The Student Course Guide has some impact on the courses he takes. Students reported that friendships and coursework contributed most to their development in the past year. Large size and "the way it is run" were cited as things students liked least about the school, while geographical location and campus atmosphere were noted as its best features. Freshmen held the most positive attitudes toward the University. Twenty-three percent of the undergraduates believed that the University's racist image or racist practices deters blacks from attending, while 23% feel blacks prefer to go to black colleges. Twenty percent of the students feel the school should work actively to draw white students to black colleges and blacks to white colleges, while 19% favor "letting things happen naturally, with no further program."

Twenty-two thousand, five hundred fifty University of Maryland (College Park) undergraduates took the University student Census (USC) in 1969. New freshmen completed the USC during the summer while other students took it in the fall. The Counseling Center administered the 46 item questionnaire, which yields descriptive and attitudinal data on Maryland students. The USC results include an overview of the total population as well as response data by class and by sex. The total population data include responses from entering freshmen who filled out the USC according to their expectations about the University rather than their perceptions of it. The data include the responses of 4,985 seniors, 5,599 juniors, 6,293 sophomores, 5,551 freshmen and 122 with missing data. It also includes the responses of 12,850 males, 9,687 females and 13 with missing data.

General Descriptive Data

Almost half of the undergraduates of the University of Maryland have resided in the state for the last five years. Thirty-four percent live in University residence halls, 29% live at home with parents and 18% live in apartments. Most (80%) are graduates of public high schools.

The students report that budgeting time (23%) and studying efficiently (21%) are two of the hardest adjustments they faced in college, with earning satisfactory grades (13%), meeting financial expenses (10%) and selecting a major and/or a career (9%) mentioned as other adjustment problems.

Seven percent of the students report that they typically have no dates at all, while 32% report 1 to 4 dates a month, 30% report 5-10 dates a month, and 13% state that they have more than 10 dates a month. Ten percent of the students are married.

The undergraduates chose the University of Maryland because of its geographical location (26%), its relatively low cost (26%) and its academic program (21%). They cited the necessity of having a B.A. to get certain jobs (26%), the fact that college graduates get better jobs than non-graduates (20%) and the need for a degree in order to enter graduate school (11%) as their chief reasons for remaining in college. A minority of students checked responses such as "I enjoy studying and academic work " (8%), "the opportunity to meet and know many new and different people " (8%), "college graduates earn more money" (7%) or "parents and relatives expect me to," as the reasons for completing college. Twenty-eight percent of the students are certain they will get degrees, with the remainder checking responses such as marriage, financial problems, disinterest in study or lack of academic ability as possible reasons for withdrawing from college.

The clases did not differ substantially on above items, except with regard to place or residence and reasons for choosing the University of Maryland. The freshmen live with their parents (36%) or in University residence halls (50%) more frequently than upperclassmen do. For example, 24% of the seniors live with parents and 20% live in University residence halls. Fewer freshmen (6%) live in off-campus apartments than do sophomores (14%), juniors (24%), or seniors (30%).

In citing reasons for attending the University of Maryland, 17% of the seniors said it offered the kind of academic program they wanted, compared with 19% of the juniors, 21% of the sophomores and 27% of the freshmen. The upper classes cited low cost and geographical location more often than did the freshmen in explaining their choice .

Responses differed according to sex on dating behavior, residence , and reasons for leaving the University. Only 16% of the females reported 0-2 dates a month, compared with 27% of the males, and females more frequently reported 7 or more dates per month than did males (F-34%, M-21%). More of the females (41%) live in University residence halls than males (29%), and females showed more likelihood of leaving college because of marriage than males (F-25%, M-4%).

Socio-Economic Background

Thirty-four percent of the fathers of Maryland undergraduates hold college degrees, 21% have had some college work, 24% are high school graduates, and 16% did not complete high school. The mothers include college graduates (19%), people with some college work (21%), high school graduates (43%) and people who didn't finish high school (12%).

Many students (46%) found present University costs satisfactory, while 35% thought they should be lower and 10% said costs should be higher. Sixty-seven percent of Maryland undergraduates either held part time jobs (54% when they took the USC) or planned to get jobs during the semester. Male students work more frequently than female students and juniors and seniors work more than underclassmen. Of those students who do hold part time jobs, seniors earn more than members of other classes, and males earn more than females.

Academic/Vocational Profile

The typical University of Maryland undergraduate studies from 10 to 20 hours a week, is well acquainted with at least one faculty member, and thinks most courses require intensive study and preparation outside the classroom. The Student Course Guide has some impact on his selection of courses and he is

uncertain about whether students can earn course credit by passing an exam instead of taking the course. In reporting on what contributed most to their development in the past year, students said:

1. Friendships made - 16%
2. Course work in major field - 15%
3. Course work in general - 13%
4. Extracurricular organization activities - 11%
5. Job experience - 11%
6. Dating, parties, etc. - 9%
7. Contact with faculty members - 3%.

Twelve percent checked "other" on this question.

Students are fairly evenly divided (30% agree; 29% disagree) on whether their courses are stimulating and exciting and 47% think that there's no way to tell who will get what grades at the beginning of a course. Freshmen are the most positive about expecting courses to be stimulating and seniors are least likely to agree that there's no way to predict grades at the beginning of a course.

In terms of academic and vocational goals, 37% said they would finish their education with a bachelor's degree, 35% will do one or two years of graduate work and 8% will seek doctorates. Another 9% intend to become lawyers, dentists, or physicians. Educational goals varied according to both class and sex. Only 28% of the seniors expect to stop at the bachelor's degree, compared with 35% of the juniors, 40% of the sophomores, and 43% of the freshmen. Sex also plays a role in determining educational aspirations, since 46% of the female students intend to finish their education with the bachelor's degree, compared with 30% of the men.

Forty-five percent of the students report that they have definite vocational goals and most say they decided on their vocation during the past two years. When asked if they are interested in using the services of the University Counseling Center, 29% expressed interest in educational and vocational counseling, 38% in improving reading and study skills and 7% in counseling regarding social and emotional concerns.

Attitudes Toward the University

Students ranked geographical location and campus atmosphere as the best things about the University and cited large size and "the way it is run" as its worst features. They tended to agree that faculty advisors, instructors and administrators "really care about students" in descending order, but are divided as to whether students have enough opportunity to participate in University policy making. Students disagreed with the statement "I am here for an education; let other people get involved on campus," with females disagreeing (59%) more than males (48%).

Students favored (37% to 29%) establishment of a special college for students undecided about their major, and split 31% to 30% on whether there are adequate channels for expressing student complaints. They disagreed with the statement that organized student activities on campus are ridiculous 53% to 19%, and agreed (60% to 11%) that there are many opportunities on campus for individual creative activities. Forty-five percent of the students said that the University should suspend students who disrupt its normal activities, with females disagreeing with this statement more often than the males.

On all the above attitudes, there are substantial differences in each class. The freshmen expressed the most positive attitudes about the University,

and in some cases differed sharply from the other classes. For example, 48% of the freshmen said that faculty advisors really cared about students, compared to 31% of the seniors, who have had a longer time to get to know their advisors. Only 12% of the freshmen felt that administrators do not really care about students, while 40% of the seniors expressed that view. Twenty-two percent of the seniors said that organized student activities on campus are ridiculous, along with 18% of the juniors, 14% of the sophomores and 5% of the freshmen.

Similarly, while freshmen agreed with the statement that channels for student complaints are readily available, 50% to 10%, seniors disagreed with the same statement 41% to 24%. Freshmen agree (55% to 15%) that students have ample opportunity to participate in University policy making , while seniors disagreed 43% to 26%.

On the question of the University's best and worst features, all the classes except the freshmen ranked geographical location as the best feature and "the way it is run" as the worst. Freshmen most often cited campus atmosphere as the best thing about the University and its large size as the worst. Only 7/ of the freshmen thought the University's worst characteristic is "the way it is run," compared to 26% of the seniors, 24% of the juniors and 23% of the sophomores.

Social Attitudes

Some Maryland students (23%) believe that the main reason there are so few black students on the University's College Park campus is that blacks prefer black colleges, while others(23%) believe that the University's racist image or practices deters them. Only 7% expressed the opinion that the University's

academic reputation discourages blacks from attending.

When asked what is the best way for the State of Maryland to improve higher education for blacks and whites, the students responded:

27% - improve the black colleges and bring them up to the level of the University;

20% - work actively to draw white students to black colleges and black students to white colleges;

19% - let things happen naturally with no further program;

6% - require a certain percentage of black and white students at each college.

The rest of the students answered "other" to this item. Thirty-five percent of the students agreed with the statement "The University should actively recruit black students," and 36% disagreed. Fifty-one percent of the students agreed that the University should use its influence to improve social conditions in the State, while 17% disagreed and 28% were neutral.

No substantial differences in social attitudes were evident when the data were examined by class or sex.